DOCUMENT RESUME

ED 469 195 TM 034 456

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TITLE Scoring Best on All Life's Tests--By Using Your "Whole Brain."

PUB DATE 2002-09-00

NOTE 16p.; Excerpted and adapted from "How the Best Handle Stress" by Ronald L. Rubenzer, Warren Publishing, October 2002.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

DESCRIPTORS Elementary Secondary Education; Higher Education; Performance Factors; *Stress Management; Test Anxiety; *Test Coaching; *Thinking Skills

ABSTRACT

This collection of documents contains advice on doing well on tests by preparing and using the "whole" brain. The first sheet contains general tips for helping students become "fact-smart," how to improve "test-smartness," and how to build "test-smartness." The combination of these three approaches assures that students will do their best on tests. The second document contains 1-minute test taking tips for the same three areas. Third is a 98-item bibliography on stress and test performance. An issue of "The Stress Gazette" are attached. (SLD)

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Scoring Best on All Life's Tests - By Using Your "Whole Brain"

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SCORING BEST ON ALL LIFE'S TESTS
-BY USING YOUR "WHOLE BRAIN."

Excerpted/modified from ***HOW THE BEST HANDLE STRESS*** ©DR. RONALD **L. RUBENZER**
1-336-272-8090
Warren Publishing warrenpublish@aol.com ***October*** 2002 Call 1-704-907-0143

If Stress Is Sand in the Machinery of Thought
Then Relaxation is the Oil.

WHY DO WELL ON TESTS?

ENJOYING A SUCCESSFUL 12-YEAR CAREER.
100 million standardized tests are given yearly for elementary/middle school students in the U.S. Nine year olds are now taking college entrance exams. In some states, the content areas to be tested will be expanded. Tests are here to stay. Tests are "success benchmarks" during everyone's 12-year academic career. Used correctly, tests actually serve as success stepping stones" rather than stumbling blocks. Enjoying "test success" both satisfies basic self-concept/achievement needs while motivating a student to strive for personal excellence.

TRIUMPHING OVER "FEAR OF FAILURE".
For many, *test* is even more than a "four-letter word." The threat of a test may well be like our fear of getting pulled over for going 70 in a 50 mph zone. Tests can lead to stress or success. The choice is yours. Fear of academic failure is one of the leading "most difficult daily problems" American teenagers face. Equipping students with proven "test-taking tools" results in real-success experiences to triumph over imaginary fears. The confidence built from doing well on tests can then be carried into life's arena when faced with other challenges.

PROVING YOUR KNOWLEDGE IS **POWER TO** SUCCEED.
The ladder of success is sometimes built with small but measurable steps. (Although sometimes one can take the elevator to the "top".) Tests can help measure readiness for the next step toward goals. Also, knowing someone has "proven their knowledge" through testing raises our level of trust in them. The days of self-proclaimed experts are over. (Who would trust a "self-proclaimed" surgeon?). Often, the more respected (and lucrative) the profession, the more testing (formal and informal) is usually required. A trend among Fortune 500 companies today is to cut the bottom 10% performers.

HOW TO DO BEST ON TESTS.

Relaxation is "oil" in the machinery of thought. Just like your car engine, your brain will soon "freeze-up" or "burn out" without the oil of relaxation. Strong emotions affect clear thinking. Calm, clear thinking is the key to "best test performance." Over a half-century of test-anxiety research reveals that excessive stress impairs test performance. Relaxation is a "must" for test score improvement according to a test-preparation corporation that guarantees results (up to 15 percentile point increase). This is the difference between high average performance and superior performance.

A gain of at least 60 points on the SAT can be expected from test-prep. Some test-prep courses typically obtain triple this amount of SAT score gain. So what difference can this SAT score difference make? It is the difference between winning a scholarship or having to go to college on a "parent-ship".

"21st century" testing also measures the child's "whole brain thinking" skills. "Whole brain thinking" goes beyond traditional Left Brain (verbal, factual, logical) thinking, tapping also into Right Brain (creative problem solving, visual, emotional) abilities. The upcoming SAT's will require fluid writing skills, which require the ability to think quickly according to changing test prompts. This new SAT writing component will test both left (verbal) and right (creative) thinking skills. Training for left-brain only facts, will be like rowing with only one oar in the water. You will be working hard, but going in circles.

The "Testing Triathlon": Being Fact Smart; Test Smart; Stress Smart.

Top test performance now requires developing three different types of smartness, tapping into different "brain domains": Students must be - **Fact-Smart (left-brain); Test-Smart (Left & Right Brain)** and **Stress-Smart (Right Brain).** If one thinks of testing today as a Triathlon, success is assured. Test-Triathlon training could begin three months before the big event.

I. I. GENERAL TIPS FOR HELPING STUDENTS TO BECOME "FACT-SMART'

(Left Brain: Mastering what needs to be known) A baker's Dozen Tips.

1) Teach Positively: A century ago, William James, the Father of American Psychology, in his famous Harvard lectures correctly emphasized that - teachers loved by their pupils get much better results than teachers with a more forbidding temperament.

2) Get the "Big Picture". Encourage students to read summaries, questions, headings and look at any graphs,
3) drawings or pictures before reading the assignment. Have students call "Homework Hotline" from home.

4) "Seeing is Believing" for most students. "Teach Smart" by using graphic organizers such as Venn diagrams, flowcharts, and mapping. (See your school psychologist for more information on graphic organizers.)

5) Make meaningful memories by connecting to students' current interests (e.g. teach how percentages work for predicting rain/snow days). Let them know why they are learning something. (Learning to take tests will help them pass their driver's license test.)

6) Teach memory mechanics. The basic rule is repetition, repetition, repetition. Teach students that understanding a fact is not the same as mastering a fact (e.g. one can understand how to shoot baskets without being able to do it).

7) Require students to develop their own flashcards and stack the deck with only the memorized facts. Have them submit flashcards as an assignment immediately before the test.

8) Encourage note-taking while students are reading or listening, especially if the test requires written responses. Teach that **"the** faintest ink is **better** than the best memory" (Chinese proverb).

9) Divide and **Conquer information overload** by encouraging students to study for short sessions over several days/weeks rather than cramming the night before. Suggest a study calendar and weekly "progress check points" for students. Provide positive "feedback" on study progress.

10) If appropriate, provide a test-specific diagnostic survey to pinpoint strengths and weaknesses. This will help the student spend the most time on weakest areas while building on strengths.

11) As a reward, have students play "not so trivial pursuit" by making up their own questions about material and quizzing a rival team.

12) Celebrate "Sticking to their test-prep schedule" with periodic rewards matched to the size of the efforts.

13) Make these tips part of each student's study habits by introducing them at the beginning of the year/course.

II. IMPROVING "TEST-SMARTNESS"
(Left and Right Brain: Knowing **how to** use facts on tests)

Facts are necessary but not enough for top performance. Developing 'test-specific" skills improves test performance by drawing attention to small but important details. Each type of test is like learning a different language. To the unitiated, many of the Romance languages sound similar, but are actually very different. End of course, end of grade, criterion referenced tests, multiple choice tests all vary greatly on how learned facts and skills are to be used, (If you are unsure about the design of tests to be given this year, see your test coordinator.) Some general guidelines are:
1) ANSWER THE QUESTIONS.
Answer the core question, without being tripped up by "word traps" (irrelevant details) or generalizations (always, never, everywhere).

Teach **students to "Pace not Race"** through test items.

Encourage students to answer those questions they feel they know, marking those difficult questions to return to later.

Emphasize that Multiple **Choice** Tests are **not Multiple Guess Tests. Teach students to Choose not** Guess on multiple choices. (This requires mastering problem solving skills.) When offered "multiple choices", anticipate the most correct answer before reading available choices. Then look for the best answer among those provided. If all the choices appear to be correct, select the most correct answer by eliminating wrong answers. Develop reasons why the other answers are wrong. (Again, students should mark and return to these most difficult questions after answering the more obvious questions.) Teachers might effectively demonstrate or model this technique using examples.

2) BE CLERICALLY CORRECT.
Develop the habit of having students build in enough time to check for wrong answers simply due to marking the wrong answers or misreading the questions the first time through.

For the young, when in doubt, check skills out (attention, handwriting, reading skills).
Do not assume eye-hand coordination or hand-writing-related skills are at the same level as a child's oral or cognitive skills. Often a child will miss items just because he or she did not fill in the target "bubble" intended. Sadly, for the young, their first test may be their worst test, simply because of normal delays in eye-hand-pencil coordination present in 6 to 7 year olds. When in doubt, checked skills out. That is, perhaps it would be useful to have a mock-test, for the entire 1st or 2nd grade class, just to informally see if simply filling-in-the-blank is an obstacle for any young students.

Ask your psychologist or counselor about relevant age-normed, timed tests related to hand-writing skills. Also, a simple near-point (book reading distance) visual exam by a qualified person may reveal visual acuity problems easily corrected by glasses. Just because a child can read the blackboard, does not mean she can read something at desk level. Think of these brief tests like a P.E.. Chances are everything is intact, but if not, simple, effective remedies can correct any situation.

3) PROVIDE **"TEST** REHEARSALS" **(IF APPROVED)**
All great performances start with rehearsal. Practice any and only those approved practice tests weeks before the actual test takes place. (See your test coordinator for approved pre-test activities.)

4) LEARN FROM THE "BEST TEST-TAKERS. Nothing succeeds like success. Learn from those who've scored "Best-on-tests." One SAT test preparation group hires only high test-scorers (equal to or better than 95 out of one hundred test-takers). These top-test-takers share their personal tips with aspiring students. These high scoring coaches, have "been there, done that," having reached the summit of their test-taking "Mt. Everest." This writer learned test-taking tips from a millionaire brain surgeon."

III. BUILDING "STRESS-SMARTNESS"
(Right Brain: Learning how to think calmly under test pressures)

Relaxation is "oil" in the machinery of thought. Strong emotions blur clear thinking. Calm, clear thinking is key to "best test performance". Over a half century of test anxiety research reveals that excessive stress impairs test performance.

Herbert Benson, M.D., of Harvard states that students inducing the "relaxation response" immediately before exams do better. He also found that professionals who relax immediately before brain-storming generate more solutions to problems than those who do not relax.

The following suggestions may be useful to reduce excessive stress:
WEEKS BEFORE THE **TEST:**

1) Test for Test Anxiety. If appropriate, a quick classroom test-anxiety for children survey could be given. "Common sense signs" of excessive test anxiety would be "losing one's cookies", excessive bathroom trips and plain refusal to take any more tests. Excessive absences on test days signals test-avoidance. Panic over "pop quizzes" would also be a clear signal. Since tests are not going away, students need to know how to dismantle the unnecessary "bad habit." See a mental health professional on tips to reduce classroom or individual test anxiety. It took years to develop test anxiety, but it can be dissolved in just weeks.

2) Adult versions of test anxiety would be unwarranted fear over evaluation conferences or observations, refusal to learn "new stuff" (e.g. computers) etc. Reducing childhood test anxiety will clear the path to adult success.

3) Conduct a "reality checklist" of what the student can expect in the testing situation. This will reduce stressful "surprise or shock reactions". (Always follow pre-test restrictions on what can be shared with students prior to testing.)

4) Prior to the testing situation, provide a "relaxed exposure" to these "test reality conditions" as much as possible. That is, see your test coordinator on legitimate practice materials, and have students relax just before and during the "test warm-up" sessions.

NEAR TEST DAY:

1) PROVIDE VISUALIZATION-RELAXATION EXERCISES through your counselor or psychologist to reduce performance robbing test-anxiety. Even taking a few deep, slow breathes will help. Test anxiety is just "negative brain washing" which is powerful but can be replaced with "power-releasing, relaxed positive thinking."

2) CONSUME "FOOD FOR THOUGHT" just before the test session. Natural sugars from fruit boost your brain power. Like putting a fresh battery in a flash light, you'll be brighter if you eat fruit followed by a drink of water. Try eating seedless grapes. Eating an apple, peach or similar fruit followed by water will also power up your brain. With improved brain power, students will learn and feel better (more relaxed). Of course check with your doctor regarding sugar sensitivity. On "test-day" repeat the "food for thought" routine.

3) POSITIVE ATTITUDE: EXPECT **THE BEST BUT** RESPECT THE TEST: It is important for the student to have a positive attitude but this attitude must be combined with positive action.

4) POSITIVE PEER PRESSURE: Use the power of peer pressure to develop a "pre-game" winning spirit toward an upcoming test. Students could create posters on the rewards for doing well on tests. Have students bring in appropriate cartoons about test taking.

5) GOOD MODELING BY ALL ADULTS: Students will catch adults' anxiety about tests and this "secondary stress" can hamper their peak performance. Even the tone of voice used in reading pre-test and test instructions will raise or lower test anxiety. Modeling "grace under pressure" in front of students will show it is possible to stay calm and succeed under stressful conditions. Have an adult who has done "best-on-tests" reveal their "secrets".

6) RELAXATION TRAINING: See your mental health professional on relaxation training tips, tapes to reduce excessive test anxiety. It typically takes several weeks to learn how to relax under testing conditions. Think of the relationship between test-scores and test-anxiety as a teeter-totter. As one goes down, the other goes up. That is, among the motivated, as test-anxiety goes down, test scores go up.

7) VISIT THE TEST-SITE: If testing is taking place in an unfamiliar location, visit the site at least the day before the big event. This will be one less thing to stress about on test-day.

CONCLUSION:

The combined strength of being "fact-smart", "test-smart" and "stress-smart" assures that students will "do their best on tests" now and in the 21St century.

One Minute Test-taking Tips

Excerpted/modified from book HOW THE BEST HANDLE STRESS*
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The "Testing Triathlon": Being Fact Smart; Test Smart; Stress Smart.
Top test performance requires developing ***three different types of smartness***, tapping into different "brain-domains": Students must be - **Fact-Smart (left-brain); Test-Smart (Left & Right-Brain)** and **Stress-Smart (Right-Brain)**. If one thinks of testing today as a Triathlon, success is assured. Test-Triathlon training could begin three months before the big event. Build skills with several short sessions weekly.
Of course, you use many parts of your brain when thinking, but different parts are used to varying degrees based on the task at hand. This is like the fact that you use much of your body just to drink a glass of water, but different parts of your body are more or less involved (eyes, hand, arm, shoulder, back muscles and hopefully your mouth).

TOP TEN TEST-TAKING TIPS (THREE MONTHS PRIOR TO TEST)

Left-brain training to become **Fact-Smart**:

- ❑ 1) Teach Positively: Students learn more when they like the teacher (William James-Harvard, 1899).
- ❑ 2) Teach memory mechanics. The basic rule is repetition, repetition, repetition.
- ❑ 3) Require students to develop their own flashcards and stack the deck with only the memorized facts.
- ❑ 4) Answer the core question, without being tripped up by "word traps" (irrelevant details) or generalizations (always, never, everywhere).

Both-brain training to become **Test-Smart:**

- ❑ 5) Be Clerically Correct: For the young, when in doubt, check their skills out (attention, handwriting, reading skills).
- ❑ 6) Provide "Test Rehearsals" (if approved). All great performances start with rehearsal.

Right-brain training to become **Stress-Smart:**

- ❑ 7) Test for Test-Anxiety. "Stress is sand in the machinery of thought." All classes will have "test-anxious." "Test-anxious" or "math-anxious" underachieve on tests. As adults they avoid rewarding jobs requiring many tests or using complex math. "Computer-phobics" short-circuit their own growth by just plain refusing to acquire 21st century skills. The "anxious" resist change.
- ❑ 8) Consume "Food for thought" just before the test session. Eat fruit, followed by a drink of water.
- ❑ 9) Relax: See your mental health professional on test-anxiety reduction tips. Use humor to relax. See a movie the night before the "big event."
- ❑ 10) Learn from those who do Best-on-tests. Test-Prep can boost test scores by 10%! (Scruggs & Mastropieri, Purdue University, 1992).

*Warren Publishing Warrenpublish@aol.com October 2002.
Call 1-704-907-0143 for book orders.

Dr. Rubenzer has tested well over 2,500 individual students from preschoolers through college age.
Columbia University (New York City) graduate Dr. Ron Rubenzer holds a doctorate and three masters degrees and has consulted in Switzerland, London and extensively in the US. He now does private testing in Greensboro NC, writes, does SAT prep and conducts workshops on "enjoying wellness while improving performance and quality of life at home, work and school."

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STRESS GAZETTE

"News to use for life satisfaction and success in a stressful world"

Volume 1 No. 1 October 2002 Dr. Ronald L. Rubenzer

"Stress more common than the common cold."

NEW YORK - According to a major scientific survey of over 1,700 people . . . 4 out of every 10 people are under great stress and almost one in five has great anxiety. Almost every other employed individual felt great stress which was double the percentage of retired people reporting stress. Most people said stress tires them out more than physical activity did. Financial concerns topped the list of reported causes of stress. Family was next on the list. Most people talked to relieve stress. Younger respondents (under 35) listened to music to relax. In addition to talking to relieve stress, men were more likely to watch T.V. to relax. The fact is that what can cause stress for some (being talked to while trying to watch TV) may relieve stress for others. Separate time for talk and TV may have to be negotiated to reduce family stress.

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Harvard-trained physician states that much illness is caused by stress unless proven otherwise

Dr. Weil, author of the *New York Times* best seller, "Spontaneous Healing", suggested that most illnesses are caused by stress unless proven otherwise. It should be noted that many medical conditions look like stress and even conditions like ADHD can mimic stress symptoms. Dr. Paul Rosch, MD., President of the American Institute of Stress in New York, supported the notion of a link between stress and health. Always see your doctor about stress symptoms. Over half the visits to doctors are stress-related, but still need attention.

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Dr. Herbert Benson, of Harvard Medical School, emphasized in his book, "Timeless Healing", that visits to the doctor can be reduced by up to 60% for people who use relaxation, nutrition, exercise and belief. This is money in the bank for prepaid health care.

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Corporate preventing/treating job stress could save $50,000!

In a May, 2002 W.C. case, clinically diagnosed [job] stress was ruled by a state commissioner as "an occupational disease" and "ongoing total disability compensation" was awarded. (Paragraph 3, Page 12, I.C. 018642, Filed May 20, 2002.)

World leader in stress management reveals 12 causes and cures

MONTREUX, SWITZERLAND - Dr. Richard Rahe, MD., who developed the "Richter Scale" of stress, provides a list of 12 causes and cures of stress based on 30 years of research. He is also co-developer of the Social Adjustment Scale which was used to prove that major life changes are linked to physical illness. In his landmark study, he listed the following causes of stress:

1. Genetics
2. Life development
3. Demographics
4. Recent life changes - positive and negative
5. Life changes within last six months
6. Life changes within last two years
7. Physical health
8. Psychological health
9. Health within last two years
10. Involvement with technology
11. Lack of emotional control
12. Overdoing - Martyrdom

The 12 most effective cures to counter balance and even "cancel out" stress are:

1. No substance abuse (too much caffeine;nicotine)
2. Diet and exercise
3. Pace and control
4. Problem solving
5. Silver lining philosophy
6. Facing facts, not blaming
7. Work and family - social support
8. Buddies, society
9. Nature
10. Satisfaction with work and family
11. Optimism
12. Inspiration/humor

Dr. Rahe stated that the majority of people can bounce back from stress through self-help.

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STRESSED reversed is DESSERTS

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The ABC's of Job Stress Reduction That Improve Production - A 7-Step Program

From Bulletin: Health and Stress
New York, April, 1997

Based on 15 years of research begun at Columbia University (NYC), a proven 7-step model for reducing stress while improving performance was presented at the World Congress on Stress at Montreux, Switzerland. The ABC's of job stress management, refined through years of practice in the corporate world include: paying attention to one's Attitude (of optimism), Breathing (slowly - deeply) and Choices (control, accept, rest enjoy).

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PROVEN ONE-MINUTE STRESS REDUCER FEATURED ON NBC NEWS "TODAY SHOW"

NEW YORK - The FREEZE-FRAME technique, recently featured on NBC News "Today Show" is a scientifically validated fast-action stress relief method, developed by Dr. Lew Childre. The five steps of this technique are:

1. Recognize the stressful feeling, and FREEZE-FRAME it. Take a *time out.*
2. Make a sincere effort to shift your focus away from the racing mind or disturbed emotions to the area around your heart. Pretend you're breathing through your heart to help focus your energy in this area. Keep your focus there for ten seconds or more.
3. Recall a positive fun feeling or time you've had in life and attempt to re-experience it.
4. Now, using your intuition, common sense and sincerity, ask your heart, what would be a more efficient response to the situation, one that will minimize future stress?
5. Listen to what your heart says in answer to your questions. (It's an effective way to put your reactive mind and emotions in check and an "in house" source of common sense solutions!)

(Used by permission "The Freeze-Frame® steps listed here are a condensed version of the complete Freeze-Frame technique and instructions found in the book FREEZE-FRAME® - Fast Action Stress Relief, by Doc Lew Childre (Planetary c 1994). FREEZE-FRAME® is a registered trademark of the Institute of Heartmath, Boulder Creek, California.")

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WHEN STUCK BETWEEN A ROCK AND A HARD PLACE, BECOME A DIAMOND

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A new "RQ" (Relaxation Quotient) Test is a quick barometer for daily coping

A 12-item "RQ Test" can quickly assess "How Cool Are You". The RQ Test is featured below. High "RQ" people perform better under stress and are healthier

YOU HAVE A HIGH RQ (RELAX-A-BILITY QUOTIENT): (Answer Yes or No)

1) if you maintain a positive, can-do attitude, even on Mondays, and you usually do not complain much. YES NO
2) if you look forward to enjoying healthy pleasures daily. YES NO
3) if you generally feel in control of your life and trust that the future will turn out positively. YES NO
4) if you worry little, but work a lot, to patiently solve problems without feeling overwhelmed or impatient, YES NO
5) if you can relax enough under pressure to fully concentrate on what you are doing (phone calls, public speaking, taking tests, conflict, deadlines, evaluations). YES NO
6) if you can accept, act and adjust appropriately to rudeness, mistakes, conflict, criticism and major changes. YES NO
7) if you know how and when to vent pent up stress, resentment and anger (not ranting/raving at bad drivers, not unleashing fury at innocent loved ones, pets etc.) YES NO
8) if you sleep with ease and generally feel energetic. YES NO
9) if you are generally headache/stomach-ache free. YES NO
10) if you can "self-calm" when faced with frustration, frenzy, or fear, using humor to keep your cool when you can. YES NO
11) if you can fully live separate personal/professional lives, (not dragging shop talk home). YES NO
12) if you can "get-ready, get-set and flow", "powering-up" your "second wind" to flexibly meet surprises and challenges. YES NO

What Your RQ Score Means

The closer you get to having 12 "yeses" on the above RQ test, the better. An RQ score of 10 is excellent. Your "No's" on your RQ test are your stress "weak points" that can be strengthened merely by your conscious effort to relax during those events. Having a high RQ is simply the ability to enjoy complete "head rest" momentarily so you feel rested and recharged at will. Relax-a-ability is a hallmark of the happy, healthy and successful.

3 Keys to Happiness at Work

Dr. Denis Waitley, in his book, "Joy of Working", suggests that you can be happier at work if you have a *positive attitude, expect the best from others and yourself* and *practice flexibility in terms of accepting change.*

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Emmy award winning Hugh Downs reveals proven attitudes for success

NEW YORK - Emmy award winning Hugh Downs, co-host of acclaimed TV program "20-20", points to three key positive attitudes for success and satisfaction in life: A positive attitude toward productive activity; a fearless attitude about survivable failures, and an attitude of being totally in the "here and now". (This last attitude is the most important and will develop the other two attitudes).

A positive attitude toward activity involves enjoying all phases of setting, working toward and achieving goals. You can actually develop a hunger for a certain amount of stress if you tell yourself you can handle it.

A fearless attitude about failures that are not fatal, involves focusing on doing your best or correcting a situation rather than defending your "ego" or position. Hugh Downs, asserts that these two preceding attitudes automatically result from a complete attitude of concentrating on the "here and now".

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Humor works at the workplace

IBM Executive, Karen Donnalley, obtained a 30% increase in sales by injecting fun and humor into a very competitive, intense office. She is considered one of the top motivators for IBM.

Hal Lancaster, of the "Wall Street Journal" emphasizes three important benefits to humor at work. Humor can: motivate; strengthen bonds between workers; and reduce stress. Humor should be used like a spice, to enhance your career. Overusing humor is like ruining a dish with too much flavoring. You should use the right amount of humor at the right time. Lancaster offers four tips for workplace humor: 1) Start with a little humor. For example, put up jokes on a bulletin board to see reactions. Don't jeopardize your career in a totally humorless office by irritating humorless executives;2) Meaningfully Connect. Squirt gun fights are probably pushing humor too far. (See Page 4)

Stop stress by "nipping it in the bud". Post a small "stop sign" to remind yourself to stop and think. Take a few deep breaths, relax and just ride it out. "Stress pockets" last less than minute. Reassure yourself by saying "Just for this moment *I* can calm myself down". Every problem has a solution.

Improving your fun-deficit reduces stress

UNIVERSITY OF READING, ENGLAND - 50 researchers in 14 European countries concluded in a study that moderate pleasure is healthy and lowers stress hormones in your blood. A list of the 13 most commonly enjoyed European pleasures included: music; eating out; drinking tea and coffee; eating chocolate; and shopping for pleasure. Other indulgences included watching TV, videos and sports, according to Professor David Warburton, founder of ARISE, (Associates for Research into the Science of Enjoyment). If you are suffering from a "fun-deficit", put a couple of these items on your "fun-to-do-list".

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MONDAY - AS A "FUN DAY"? Hardly, but it is manageable

Sunday may be a good time to start shifting gears rather than putting all the "shift stress" on Monday morning. Make Sunday a special day. Some tips to help you enjoy Sunday more, think about Monday less and even sleep better follow: take a walk or exercise; no caffeine after lunch; eat a light Sunday evening meal; take a warm bath before bed; set out your keys, clothes, etc. the night before.

Try these "foods that soothe" on Monday to counteract "weekend treat withdrawal": a banana with Monday morning breakfast (it lowers blood pressure); carbohydrate protein rich cereal (commercially available cereals) with milk; fruit juice or vegetable drink mixture; and extra fluids while at work.

Monday as a fun day? Hardly, but you can make it easier by: writing your Monday To-Do list on Friday so you can forget about work and you don't fumble around confused on Monday; taking a shower before you leave for work; leaving home five minutes earlier; break your day into manageable chunks and take your breaks; and plan and enjoy some type of "Monday-night delight", a ball game, etc. for holding it together

(From Page 3)

To mix playfulness with productivity, try role reversal - have an executive do your job for a day with you supervising. (Use caution with this approach.); 3) Renew the humor. To keep the humor from getting old, bring in new approaches; and 4) Don't offend. One approach that does not work is to have comedy skits about other departments that attack personally. Be certain not to step on anyone's value or harm anyone with attempts at humor.

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RELAXED READINESS IS OIL IN THE MACHINERY OF YOUR SUCCESS

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Try the W.A.L.K.E.R. Program to reduce student stress

Students can exit the "stress express" through following this 6-step WALKER program. Encourage:

Walking (briskly 20 minutes 3 times weekly to burn off stress)
Attitude (of Positive Organized Persistence - POP)
Laughter (use a humor board for students' cartoons)
Keeping up (with homework, studying, test preparation)
Expressing stress (through writing, art, music, sports, counseling)
Rewarding (teach students to keep their "eyes on the prize" - e.g., earn praise, privileges, pride, support cards along with report cards)

Attitude Determines Destiny
Watch your Attitudes, they become Words
Watch your Words, they become Actions
Watch your Actions, they become Habits
Watch your Habits, they become Character
Watch your Character, it determines your Destiny

THE BEST IS YET TO COME!

Best Bets on "Relaxing Books"

(1) Quotations to Cheer You Up When the World is Getting You Down by Alan Klein
193 Pages. 1994. Wings Books - Division of Randan House Value Publishing Inc. Contains more than 750 quotations reflecting ageless humor, wit and wisdom.

(2) Don't Sweat the Small Stuff . . . and it's all small stuff by Dr. Richard Carlson
248 pages. 1997. Hyperion, New York. Short, insightful readings to bring about more calm, reasonable thinking.

(3) Don't Just Do Something Sit There by Richard Eyre
175 Pages. 1995. Fireside Book - Published by Simon & Schuster, New York. Focuses on quality of life, not just speed.

(4) Sports Legends on Success by the American Success Institute, Inc., 5 North Main St., Natick, Mass. 01760, 1-800-585-1300 (Group orders preferred). Famous motivational quotes from sports legends such as Babe Ruth and Peggy Fleming.

Dr. Rubenzer does individual aptitude/achievement testing from preschool through senior adults with same day results. He does SAT preparation in addition to coaching, speaking/writing on performance enhancement through reducing stress. His new, humorous book, *How the Best Handle Stress*, is available from Warren Publishing, 1-704-907-0143 (warrenpublish@aol.com) or call 1-336-272-8090 for testing/speaking information.

TM034456

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